MEDIA CONCEPTS

COURSE DESCRIPTION

This course is offered for students interested in either the Audio and Video Technologies sub-cluster or the Journalism and Broadcasting sub-cluster of the arts and communication cluster. The overlap in these industries is extensive as can be witnessed in television, film, music, radio, newspaper, Web-cast, and entertainment just to name a few. This course is the entry-level course to prepare students for the media industry. Course content provides a broad-based exposure to audio, video, and journalism and broadcasting within the media industry. Upon completion of this course, students will be prepared to pursue advanced coursework in either audio and video technology or journalism and broadcasting.

Prerequisite: None

Recommended: Career Management Success or Visual Art and Design

Recommended Credits: 1

Grade Levels: $9^{th} - 10^{th}$

MEDIA CONCEPTS
STANDARDS

1.0   Students will demonstrate the ability to communicate effectively through oral, written, and visual expression.

2.0   Students will examine various funding methods for the media industry.

3.0   Students will be able to interpret and evaluate various media presentations within their context.

4.0   Students will demonstrate the ability to use research, writing, and analytical skills to conceptualize, develop, and present an idea; design a project; and make a valid judgement.

5.0   Students will analyze environmental conditions and select appropriate equipment for the application and the media setting.

6.0   Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

7.0   Students will practice all aspects of safety procedures, laws, and policies.

8.0   Students will operate within an environment structured after current media industry standards.

9.0   Students will analyze the effects of media on society.

10.0   Students will evaluate career opportunities and career paths within the media industry.

MEDIA CONCEPTS

STANDARD 1.0

Students will demonstrate the ability to communicate effectively through oral, written, and visual expression.

LEARNING EXPECTATIONS

The student will:
1.1   Examine different mass media fields of study including audio and video technologies and journalism and broadcasting.
1.2   Interpret industry-specific writing samples.
1.3   Demonstrate enunciation, vernacular, diction, and proper speech techniques for mass media applications.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:
1.1.A   Collects industry and career information from a variety of mass media workplaces.
1.1.B   Differentiates production staff positions and responsibilities in a variety of mass media workplaces.
1.1.C   Practices operating mass media equipment including computers, cameras, editors, mixers, and other audio, video, and journalistic equipment.
1.2.A   Distinguishes between different journalistic styles of writing.
1.2.B   Creates a variety of mass media related writing samples.
1.2.C   Examines a variety of mass media technical-writing samples including storyboards, cue sheets, wiring diagrams, blueprints, and instruction manuals.
1.3.A   Relates industry terminology to various mass media fields of study.
1.3.B   Dramatizes directing a live show using industry standard speech.

SAMPLE PERFORMANCE TASK

- Build a portfolio of information, education requirements, and media samples relating to a potential mass media career of interest.
- Develop a role and responsibility list for a production staff made up of classmates on the crew of an Internet news organization.
- Compare characteristics of a newspaper's format and content to a magazine, television, and Internet.
- Compose a press release for a current event.
- Perform as a reporter from a news script or news story.
- Evaluate the language clarity of a director cueing a live broadcast program.
- Compose a news story on a current event.
- Create a press release for a public school event.
- Sketch a storyboard for a commercial.
- Design a Web site with multiple pages for a news or media network.

- Plan, practice, and produce a current mass media product: TV news show, newspaper, magazine, Web-site, etc.

INTEGRATION LINKAGES

English, Creative Script and Technical Writing, Speech and Communication, Informative and Persuasive Speaking, Debate, Drama, Role Play Vocal Inflection, Set Building, Acting, Research, Math, Flow Chart Development, Budget Development, Copyright Laws, Marketing, Social Studies, Mass Media History, History, Photography, Electronics, Teamwork, Work Ethics, Critical Thinking Skills, Computer Skills, NTSC (National Television Standards Committee), ATVC (Advanced Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA-VICA, Professional Development Program – SkillsUSA-VICA, SCANS (Secretary's Commission on Necessary Skills)

MEDIA CONCEPTS

STANDARD 2.0

Students will examine various funding methods for the media industry.

LEARNING EXPECTATIONS:

The student will:
2.1   Demonstrate an understanding of advertising.
2.2   Distinguish public from commercial funding sources.
2.3   Prepare a budget for a specified production or publication.
2.4   Design a promotional campaign.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:
2.1   Designs and illustrates an advertising sales campaign.
2.2   Debates the appropriateness of proposed content for a public media entity versus private media entity.
2.3   Estimates cost for a production or publication to be completed.
2.4   Creates a promotional event for a funding source.

SAMPLE PERFORMANCE TASK

- Debate the appropriateness of a program or story for a given media entity.
- Explore fees for music rights to be secured for use in a commercial.
- Interview industry representative regarding current rates for editing,
- Set-up a remote campaign.
- Design a campaign for funding in your school and community. Some examples are mediathon, radiothon, and telethon.

INTEGRATION LINKAGES

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MEDIA CONCEPTS

STANDARD 3.0

Students will be able to interpret and evaluate various media presentations within their context.

LEARNING EXPECTATIONS:

The student will:
3.1   Examine formats for various media applications.
3.2   Analyze various media presentation formats.
3.3   Evaluate format applications of various local, national, and international media.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:
3.1   Designs a format utilizing the various media applications.
3.2   Distinguishes between different script formats.
3.3   Creates a project using multicultural media presentations.

SAMPLE PERFORMANCE TASK

- Produce a project utilizing multi media applications, including graphic design, Web sites, cameras, audio recorders, and visual art.
- Produce a local news brief utilizing different script formats such as opinion poll, view on local issues, news facts, or commentary on a controversial school policy.
- Design an educational Public Service Announcement using at least two languages other than English.
- Incorporate multimedia resources such as graphics, pictures, music, and voice into a design.

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MEDIA CONCEPTS

STANDARD 4.0

Students will demonstrate the ability to use research, writing, and analytical skills to conceptualize, develop, and present an idea; design a project; and make a valid judgement.

LEARNING EXPECTATIONS:

The student will:
4.1   Demonstrate the ability to formulate and articulate appropriate information in a presentation.
4.2   Analyze qualitative and quantitative data to make accurate and informed decisions.
4.3   Compare and contrast major differences and similitaries as reflected in various perspectives on an issue.
4.4   Compose written project proposals based on solid research and thorough analysis.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:
4.1   Develops and produces a project that informs, entertains, and persuades individuals to select a 2010 media career.
4.2   Evaluates the factors used to determine whether to retain or to cancel a program.
4.3   Researches and makes conclusions about major events or trends in various media.
4.4   Analyzes the process that a production company uses to decide whether to invest in the production of a show.

SAMPLE PERFORMANCE TASK

- Create a media production that demonstrates a 2010 media career.
- Prepare a recommendation about whether to retain or cancel a program using advertising or ratings data.
- Create a documentary based on major events or trends using various media applications.
- Develop a proposal for a media project incorporating productions and financial components.

INTEGRATION LINKAGES

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MEDIA CONCEPTS

STANDARD 5.0

Students will analyze environmental conditions and select appropriate equipment for the application and the media setting.

LEARNING EXPECTATIONS:

The student will:
5.1   Research and develop media application projects.
5.2   Create a project plan that incorporates location, equipment, and safety needs.
5.3   Assess the location for safety, personnel, visual, and equipment needs.
5.4   Assemble teams and assign roles and responsibilities.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:
5.1.A   Selects the appropriate media application for developing a project.
5.1.B   Compares and contrasts the pros and cons of different media applications.
5.1.C   Calculates the project cost for various media applications.
5.2   Evaluates the project plan and creates a checklist to ensure that all tasks are assigned and coordinated.
5.3   Diagrams location layout to include safety, personnel, environmental obstacles, and equipment.
5.4   Constructs the components of the project using appropriate media application for each team.

SAMPLE PERFORMANCE TASK

- Develop a budget for a project for a remote location.
- Design and produce a project from a remote location.
- Analyze the diagram to determine safety, personnel, environmental factors, and equipment needs.
- Each team will assemble and produce all media components to create the finished project.

INTEGRATION LINKAGES

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Health Administration), SkillsUSA-VICA, Professional Development Program – SkillsUSA-VICA, SCANS (Secretary's Commission on Necessary Skills)

MEDIA CONCEPTS

STANDARD 6.0

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

LEARNING EXPECTATIONS:

The student will:
6.1   Demonstrate dignity in work using SkillsUSA-VICA guidelines as an integral part of the classroom.
6.2   Evaluate school, community, and workplace situations by applying problem-solving and decision-making skills.
6.3   Demonstrate the ability to work professionally with others.
6.4   Examine and evaluate the principles of active listening.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:
6.1.A   Demonstrates leadership skills through exhibiting characteristics of integrity and pride in work.
6.1.B   Demonstrates employability skills.
6.2   Analyzes situations in the workplace and uses problem-solving techniques to solve and create desirable environments.
6.3   Participates in job shadowing in media.
6.4.A   Conducts interviews with professionals in the media industry.
6.4.B   Designs and prepares an audio interview of team members.

SAMPLE PERFORMANCE TASK

- Prepare a resume and a letter of application for a media job.
- Participate in various SkillsUSA-VICA programs and/or competitive events.
- Attend and report a professional meeting such as Chamber of Commerce, Board of Education, City Council, and other professional media related organizations.
- Participate in job shadowing, conduct an interview with the individual you are shadowing, and develop a presentation for the class on your shadowing experience.
- Develop a portfolio of credentials to present to the media industry for job shadowing or internship. This would include grade point average (GPA), recommendation letters, awards, attendance record, community involvement, and personal expertise in media.
- Review and critique the interview tapes.

INTEGRATION LINKAGES

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Research, Math, Flow Chart Development, Budget Development, Copyright Laws, Marketing, Social Studies, Mass Media History, History, Photography, Electronics, Teamwork, Work Ethics, Critical Thinking Skills, Computer Skills, NTSC (National Television Standards Committee), ATVC (Advanced Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA-VICA, Professional Development Program – SkillsUSA-VICA, SCANS (Secretary's Commission on Necessary Skills)

MEDIA CONCEPTS

STANDARD 7.0

Students will practice all aspects of safety procedures, laws, and policies.

LEARNING EXPECTATIONS:

The student will:
7.1   Evaluate local, state, and national laws, policies, and procedures regarding personal rights, interviewing, pictures, or identifying issues.
7.2   Research and analyze potential safety, legal, and policy issues.
7.3   Appraise and implement safety standards, procedures, requirements, rules, and regulations.
7.4   Demonstrate professional conduct and code of ethics around issues such as, but not limited to, copyright, use of materials taken from the Internet, and privacy.
7.5   Analyze and compare media release forms, contracts, and permits.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:
7.1   Researches privacy laws and policies applicable to a media project.
7. 2   Researches and assesses the cause and impact of policy and procedures in industry standard manuals.
7.3   Applies safety to the workplace using current Occupational Safety and Health Administration (OSHA) standards.
7.4   Researches the licensing source of material for media.
7.5   Creates a release form, contract, or permit for use of copyright materials and talent.

SAMPLE PERFORMANCE TASK

- Interview a media professional about the impact of privacy laws on the industry.
- Evaluate team members' projects and assess their compliance with industry standards.
- Create a checklist to determine environment confines to Occupational Safety and Health Administration (OSHA) standards.
- Write a letter of request to use the copyright materials for educational purposes.
- Contact by Internet or in person an attorney to review and critique the release form, contracts, and permits.

INTEGRATION LINKAGES

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Committee), ATVC (Advanced Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA-VICA, Professional Development Program – SkillsUSA-VICA, SCANS (Secretary's Commission on Necessary Skills)

MEDIA CONCEPTS

STANDARD 8.0

Students will operate within an environment structured after current media industry standards.

LEARNING EXPECTATIONS:

The student will:
8.1   Categorize the roles and responsibilities of various members of a production team.
8.2   Assess the demographics of the target audience to be served.
8.3   Select the content that is most appropriate for the target audience.
8.4   Choose a format that is suited to the needs and desires of the target audience.
8.5   Determine the most effective and cost-efficient location for the presentation/production.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:
8.1   Examines and evaluates the duties and requirements of each member of a production team.
8.2   Collects and analyzes demographic data from the service area.
8.3   Constructs the script and necessary materials for the media presentation.
8.4   Organizes and assembles the various components of the production.
8.5   Calculates the total cost of the production, including time, personnel, location, and equipment.

SAMPLE PERFORMANCE TASK

- Diagram a pre-production meeting and all aspects of a live production.
- Develop an audience profile for a specific production.
- Prepare a written story within a specified guideline and timeframe.
- Design and prepare a RUN-DOWN format for presentation of the media production.
- Demonstrate the duties of various members of the production team, including camera operator and sound technician.
- Coordinate the tasks of each team member in a cohesive and timely manner.

INTEGRATION LINKAGES

English, Creative Script and Technical Writing, Speech and Communication, Informative and Persuasive Speaking, Debate, Drama, Role Play Vocal Inflection, Set Building, Acting, Research, Math, Flow Chart Development, Budget Development, Copyright Laws, Marketing, Social Studies, Mass Media History, History, Photography, Electronics, Teamwork, Work Ethics, Critical Thinking Skills, Computer Skills, NTSC (National Television Standards Committee), ATVC (Advanced Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA-VICA, Professional Development Program – SkillsUSA-VICA, SCANS (Secretary's Commission on Necessary Skills)

MEDIA CONCEPTS

STANDARD 9.0

Students will analyze the effects of media on society.

LEARNING EXPECTATIONS:

The student will:
9.1   Compare research of mass media ethics today and those of past generations.
9.2   Appraise professional conduct in the development of today's media.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:
9.1.A   Analyzes ethics in today's media such as music, advertising, video games, etc., versus those of previous generations.
9.1.B   Debates pros and cons of today's media effects on society.
9.2   Demonstrates ethical behaviors in what is written, spoken, or presented in any media form.

SAMPLE PERFORMANCE TASK

- Create a commentary (research and attribute sources) that will validate your concepts of futuristic media effects on society.
- Develop a project using ethics of today's mass media.
- Produce a written, spoken, or visual presentation to include gender, cultural, and religious differences and ethnic and language inclusions.

INTEGRATION LINKAGES

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MEDIA CONCEPTS

STANDARD 10.0

Students will evaluate career opportunities and career paths within the media industry.

LEARNING EXPECTATIONS

The student will:
10.1   Develop a profile of career opportunities.
10.2   Develop a personal education/career roadmap.
10.3   Project future career opportunities within the media industry.

PERFORMANCE STANDANDS: EVIDENCE STANDARD IS MET

The student:
10.1   Researches the media industry for various career paths and job titles.
10.2.A Plans personal education paths, based on aptitude, available courses, postsecondary education, and current career paths.
10.2.B Profiles personal characteristics, which are beneficial to the success of a professional in the media industry.
10.3   Researches and develops a projection of media industry trends related to career opportunities.

SAMPLE PERFORMANCE TASKS

- Develop a list of career opportunities, including education requirements, responsibilities, and salary ranges.
- Develop a personal career plan.
- Research and present information on focus and trends in the media industry.
- Incorporate professional terminology into conversations.
- Participate in SkillsUSA-VICA programs and events.

INTEGRATION LINKAGES

Computer Skills, Internet Navigation Skills, Language Arts, Foreign Language, Science, Math, Math for Technology, Social Studies and Government, History, Government, Law, Electricity, Electronics, Criminal Justice, Computer Skills, Research and Writing Skills, Communication Skills, Teamwork Skills, Leadership Skills, Secretary's Commission on Achieving Necessary Skills, (SCANS), SkillsUSA-VICA, CompTia